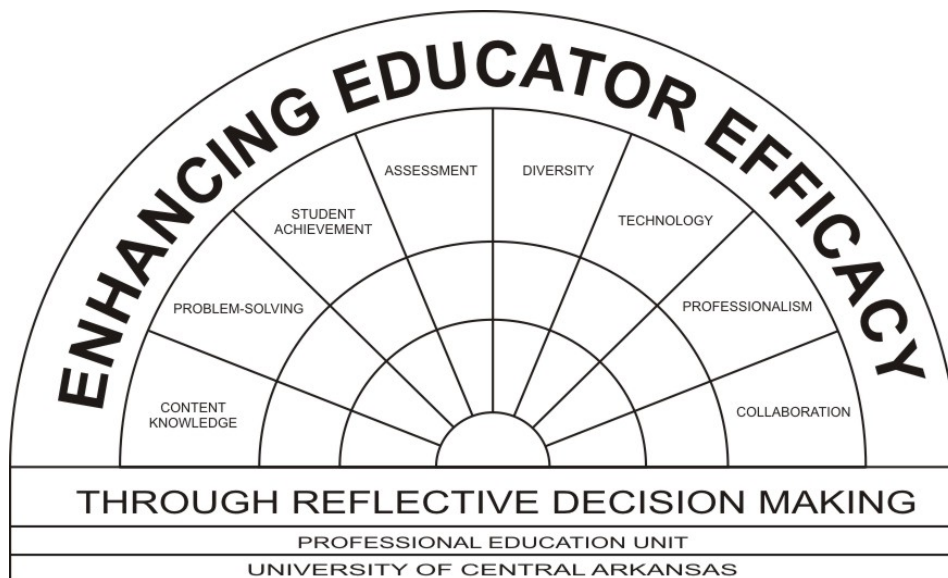


LIBM/ITEC 6340

Design & Production of Media I



Spring 2015

Instructor: Dr. Haihong (Helen) Hu
Office: Mashburn Hall 224
Phone: 501-852-2577
Email: hhu@uca.edu

Class Meetings: Thursday, Jan 8-May 1st, 2015, 5:00pm -8:00 pm
Location: Online (Blackboard, Wikispace & Collaborate)
Office Hours: Tuesday. 10:00-12:30, Thursday 10:00-12:30

LIBM/ITEC 6340: Design & Production of Media I

University of Central Arkansas

College of Education

Instructional Technology

A. Course Title

LIBM/ITEC 6340 Design and Production I

B. Catalog Description

Media production in terms of client product specifications. Requires the production of basic media products and serves as a foundation for producing graphic media necessary for televised, photographic, and computerized production.

C. Purpose of the Course

A course designed to enable candidates to plan and produce instructional media to meet client specification; it requires the production of basic media products, which focus upon competency development in fundamental graphic techniques. The course serves as a foundation for planning and producing print, electronic, photographic, and multi-media products.

D. Required Texts

Smaldino, R., Lowther, D., Mims, Clif D. & Russell, J. (2015). *Instructional technology and media for learning*, 11th ed. Pearson. ISBN-10: 0133831655 • ISBN-13: 9780133831658

Conover, P. (2007). *Technology projects for library media specialists and teachers*. Linworth. ISBN 1586832239.

Williams, R. (2010). *The non-designer's presentation book*. Peachpit Press. ISBN 9780321656216.

Chalk and Wire Portfolio Software License - Available at the UCA Bookstore. 501.450.3166. Register the license with the registration code provided on the card. First time students go to www.chalkandwire.com/uca and follow the "register now" link. Once logged in, join the Library Media department.

E. Conceptual Framework

The vision of the PEU at UCA is one of *enhancing educator efficacy through reflective decision-making*. Efficacy is the belief in one's ability to positively impact the learning of *all* learners, including those with diverse needs. Efficacy deteriorates to the degree educators attribute student failure to external factors, such as the students' background, culture, parents/guardians, socioeconomic status, and the like. Educator efficacy to affect P-12 learning is enhanced when these educators demonstrate essential knowledge, skills and dispositions drawn from the eight knowledge bases that undergird our programs, illustrated in the visual above. In a synthesized and targeted way, efficacy provides a rationale for the conceptual framework. In the realm of reflective decision-making, efficacy is the *reason why* we reflect—it represents our ownership of the learning environment and achievement of all learners. The degree to which PEU candidates demonstrate efficacy directly correlates to their attainment of the knowledge, skills, and dispositions necessary to positively impact the learning of all learners.

F. Use of Technology

Graduate candidates are expected to utilize educational technology in a variety of ways within this course. Learning about Blackboard course management software, Centra VoIP software, and Chalk and Wire Portfolio software and their uses as distance education delivery tools are the first. Opportunities to communicate with the instructor and classmates with the above-mentioned software and the University email system are provided. The instructor will share relevant websites and other documents with students online. Candidates will be urged to share their findings

from the Internet on several course topics. As graduate candidates acquire skills with the above software and technologies, other programs will be used such as an office suite (word processor, spreadsheet, presentation software) and desktop publishing software. Candidates will integrate technology into all areas of their design portfolio including: product design, product production, and product presentation.

G. Diversity

This course will assist candidates to create an effective learning environment. An emphasis will be placed upon respect for individual differences in regards to design of media products for instruction.

H. Objectives

At the end of the course, the candidate will be able to:

- Describe the role of an instructional media production unit in a variety of work places, including commercial institutions, industrial, corporate, government, and educational agencies.
- Implement a planning process reflecting analysis of subject, purpose, objectives, audience, content, treatment, and curricular activities.
- Plan for learner involvement with interactive media products by utilizing the instructional design process in planning and designing teaching-learning activities.
- Plan for exceptional and diverse learners in the designing of media products.
- Manage the interface between quality, cost, and time controlled by product specifications, budgets, and production schedules.
- Select and adopt existing commercial software products and equipment to meet the needs and/or requirements of product specifications (end use).
- Develop the process necessary to realize purpose and objectives of product specifications.
- Apply research findings related to production factors when planning and producing instructional media.
- Plan and produce effective print and non-print projected, audio, multimedia, integrated media, and electronic media.
- Demonstrate knowledge of various types of media production materials, tools, and equipment, as well as their use in organizations and instructional programs.
- Develop appropriate techniques for introducing the learning community to the different information/media formats that are both traditional and electronic.
- Prepare graphic and audio materials for reproduction and duplication.
- Demonstrate effective methods of packaging media products.
- Describe provisions of the copyright laws related to media production, obtaining clearance, and protecting products.

I. Course Outline

- I. Intro to media, technology, and learning
- II. Technologies for learning
- III. The ASSURE model for instructional design
- IV. Media & materials
- V. Basic design principles
- VI. Visual principles
- VII. Visuals
- VIII. Audio
- IX. Video

- X. Video production
- XI. Video editing
- XII. Computers
- XIII. Multimedia
- XIV. Web Design
- XV. Distance learning
- XVI. Internet & Intranets
- XVII. Trends & issues
- XVIII. Copyright issues

J. Field Experience

Candidates are required to work with a client in order to produce media products. The collaboration of both the client and candidate is essential in the successful completion of a design portfolio. Clients are required to evaluate the candidates' finished product. The field experience requirement is directly tied to assignment #5.

K. Course Evaluation:

Candidate performance will be mainly evaluated as follows:

- Participation

Participation in bulletin board and chat room discussions and any synchronous or asynchronous learning is mandatory (20 points).

- One exam. The exam will be based on class discussions, outside readings, concepts and terminology, and class activities. The exam is worth 100 points (Date: Apr 23, 2015).

- Evaluation of Media. Educators in all organizations make choices about both the content and process of curriculum. As designers of media, participants must gain experience applying evaluation criteria to various products. This experience is designed to give the participant experiences related to the identification and application of media evaluation criteria. This assignment is worth 50 points (Date: Feb 5, 2015).

- Media Production Project I. Candidates will be required to design and develop three media products from the Conover text *Technology Projects for Library Media Specialists and Teachers*. Lesson plans and implementation are required. This assignment is worth 50 points (Date:xxxxx).

- Media Production Project II. Candidates will be required to design and develop three media products from the Conover text *Technology Projects for Library Media Specialists and Teachers*. Lesson plans and implementation are required. This assignment is worth 60 points (Date: March 5, 2015).

- ASSURE Model Media Proposal Project. Using the ASSURE Model, each candidate will work with a client to complete a media/technology integration plan. The plan will require the development of instructional, motivational, or informational media product(s) according to specifications derived from the client. The project includes a set of planning documents and a final media product package that is ready to be delivered to the client. This assignment is worth 100 points (Date: April 2, 2015).*

* The ASSURE Model Media Proposal project is used as a model assessment in the LIBM program to demonstrate competencies to our accrediting agency. Candidates must score a "basic" or above on each element of the scoring rubric (found in Chalk and Wire) before their final course grade is recorded. The score earned on the initial submission is recorded permanently in the grade book.

Total points possible from assignments: 380.

Chalk & Wire:

To meet graduation requirements, each candidate will complete the program portfolio (LIBM only) individually by including a reflective narrative in each category and uploading a minimum of 2 assignments in each category as examples of acquired knowledge and skills. In this course, candidates create a "presence" by adding a picture and other information in Chalk & Wire. In addition to the Client Based Media project from LIBM/ITEC 6340 being uploaded to

Chalk & Wire, 4 other courses require assignments to be uploaded as well. Links for these assignments are also listed on Chalk & Wire, but the instructors for these other courses will notify you also.

Grading Scale

Late assignments will be penalized by **10%** of the overall assignment score per week for lateness, with no work accepted two weeks after the due date.

- **A = 93-100%**
- B = 83-92%
- C = 73-82%
- D = 63-72%
- F = < 63%

L. Attendance Policy

Candidates are allowed **two (2) missed class** meetings with no grade penalty. These absences are neither excused nor unexcused. Absences after the second missed class meeting will result in **10 points per absence** docked from the final course grade. The fifth absence will result in an F for the course or a WF if dropping the course.

Graduate candidates are expected to exhibit a high degree of professionalism as reflected in their speech. Prompt and consistent attendance is an essential dimension of professional behavior, and candidates will be expected to attend all class sessions. If a student is unable to attend a class session, the student must notify the instructor as soon as possible. An assignment scheduled on a missed day is still expected on or before the due date. If the student is absent on a scheduled exam day, the student must make arrangements with the instructor to make up the exam. It is the student's responsibility to get all notes and assignments.

M. Student Handbook Policies

Candidates are expected to follow the policies regarding academic dishonesty, sexual harassment, and academic issues as outlined in the current *UCA Student Handbook*, which can be found at www.uca.edu. Candidates should familiarize themselves with all policies included therein.

Plagiarism is the presentation of another's work, ideas, or expressions whether you do so intentionally or as a result of careless documentation. It is a serious violation and carries severe penalties - failure on the assignment or in the course. Although collaboration is encouraged, any work submitted as part of a course assignment must be the candidate's own work or else referenced using the appropriate reference format, in this program *APA*, 6th edition. Please consult the instructor if you have any questions concerning what constitutes plagiarism.

The College of Education's Student Academic Grade Appeal Policy offers additional guidelines from that outlined in the University's Student Handbook. It specifically defines a timeline for the appeal process. A student who wishes to appeal a final grade in a course should follow the guidelines found in the College of Education Student Academic Grade Appeal Policy. This policy is located on the COE website at www.uca.edu/divisions/academic/coe.

The University of Central Arkansas adheres to all requirements of the *Americans with Disabilities Act*. If you need an accommodation under this Act, please contact the UCA Office of Disability Services at 501 450.3613.

Professional and Ethical Conduct Policy

The College of Education's/Professional Education Unit's Professional and Ethical Conduct Policy is concerned with professional and ethical behavior not addressed by other university or college policies. Students must adhere to the prescribed professional and ethical standards of the profession for which they are preparing. The policy provides a definition of professional and ethical misconduct, guidelines for reporting misconduct, and an appeal process. This policy is located on the College of Education website at http://www.uca.edu/education/documents/Professional_and_Ethical_Conduct_Policy_4-2010.pdf.

Academic Integrity

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, <http://uca.edu/board/files/2010/11/709.pdf> and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

MASHBURN EMERGENCY PLAN: All UCA students taking classes in Mashburn Hall should be familiar with the Mashburn Emergency Plan located at the following link: <http://uca.edu/mysafety/files/2013/06/bep-mashburn-eps-20122013r2.pdf>

N. Bibliography:

- Adams, D. (1988). A low cost production model for small format video production. *Tech Trends*, 33(1), 17-20.
- Anderson, R. (1983). *Selecting and developing media for instruction* (2nd ed.). New York, NY: Van Nostrand Reinhold.
- Baird, R., Turnbull, A., & McDonald, D. (1987). *The graphics of communication* (5th ed.). New York, NY: Hold, Rinehart and Wilson.
- Cohen, K. (1990). So you want to make a videodisk! *Educational Technology*, 30(6), 35-38.
- Hermanns, J. (1990). Computer-aided instructional system development. *Educational Technology*, 30(3), 42-45.
- Kemp, J., & Smellie, D. (1994). *Planning, producing and using instructional technologies* (7th ed.). New York: Harper Collins College Publishers.
- Okey, J. (1990). Tools of analysis in instructional development. *Educational Technology*, 30(6), 28-31.